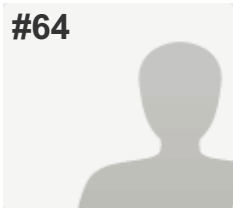


#64

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Saturday, June 25, 2016 6:42:12 PM**Last Modified:** Monday, June 27, 2016 5:45:14 PM**Time Spent:** Over a day**IP Address:** 64.179.137.192

PAGE 2

Q1: Name of School District:	Fort Dodge Schools
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Q2: Name of Superintendent	Dr. Douglas Van Zyl
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Q3: Person Completing this Report	Stacey Cole
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Q4: 1a. Local TLC Goal	<i>Respondent skipped this question</i>
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Q5: 1b. To what extent has this goal been met?	<i>Respondent skipped this question</i>
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Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)	<i>Respondent skipped this question</i>
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Q7: 2a. Local TLC Goal

Teachers benefit from improved collaboration with peers and TLs and report an understanding of their role as change agent with recognition that student success and failure is a direct result of what we do.

Q8: 2b. To what extent has this goal been met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

To answer this question, we'll start by answering the question did we do what we said we were going to do. To support our answer of yes in this question, we have two forms of evidence, one showing peer to peer increased collaboration with the other being teacher to teacher leader collaboration. First, we changed our calendar to support the work of PLCs in our district. Our calendar was changed so that every teacher in the district had the time in the school year calendar (on a weekly basis) to meet with their PLC colleagues. Second, teacher leader logs show that over 900 hours were logged in teacher to instructional coach conversations with data being collected from January through the end of the school year.

We'll also answer the question, how well did we do what we said we were going to do? Surveys were given to all teachers regarding their PLC as well as their support from teacher leaders in a full time role. Consistently the PLC survey showed that all PLCs have beginning pieces in place for PLC work to happen yet have work to do in continuing to build the culture of learning across the entire district. Following our norms and pushing to the point where we are willing to challenge the ideas of colleagues without challenging the colleague as a person is an area of growth for us. To help meet this need, all PLC facilitators were offered training in June and August of 2016. In June, Solution Tree came into the district so PLC facilitators could attend a PLC Hybrid event. In August, all PLC facilitators will be invited to attend Crucial Conversation training. In addition, following the June training, facilitators noted that all teachers in the district should engage in the work of the PLC Hybrid. We are currently working to change our academic calendar in November to bring in a hybrid event so all staff can hear from the experts. All teachers were also asked to take a survey based on the support they were given through the full time teacher leadership positions. Teachers indicated that there were a few areas of support where the instructional coaching team offers the most support. First, attending PLC team meetings and helping the facilitators of the PLC was the most common way that instructional coach support was needed. Second, having a coach observe in a classroom and support the teacher with feedback was an area of support that teachers reported appreciating. Finally, the third most common response for positive support from the instructional coaching team was co-planning that occurred between the teacher and the instructional coach. Ninety-five percent of teachers that worked with an instructional coach reported that it was a positive experience with 92% reporting that they would voluntarily work with an instructional coach again in the future. Changing instructional practices was the most common way teachers reported a coach helping them improve their classroom experiences. Revising curriculum and increasing student engagement were the next two ways in which teachers reported receiving positive help from the instructional team as they collaborated.

Q10: 3a. Local TLC Goal

Teacher leaders recognize and participate in opportunities for professional growth through the support of the Teacher Leader program. (This goal focuses on professional growth of teachers who become teacher leaders.)

Q11: 3b. To what extent has this goal been met?

(no label)

Mostly Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

During mid-year and end of year evaluation / support meetings with full time teacher leaders, teacher leaders reported professional learning as one of the most positive pieces of their teacher leader experience.

Full time teacher leaders had the most opportunities to engage in learning as professionals over the course of this school year. Full time teacher leaders began their learning in June of 2016 when the team met in district for one day to engage in learning about what instructional coach support would look like. One hundred percent of instructional coaches under the TLC grant attended three days with Steve Barkley in June 2015. One hundred percent of instructional coaches attended the Leveraging Teacher Leadership event put on jointly by the DE and SAI in July 2015. One hundred percent of instructional coaches attend the New Teacher Center training throughout the 15-16 school year. In addition, full time teacher leaders were offered numerous opportunities to attend content and coaching events throughout the school year. These opportunities included a family engagement training put on by the Iowa Dept of Ed, NGSS kick off supported by the Iowa Dept of Ed, PBIS conference in partnership with our federal climate and culture grant, the Iowa Culture and Language Conference, specially designed instruction project with the Iowa Dept of Education, Todd Whitaker workshop, Nonfiction in the content classroom with Kyleene Beers, Gear Up Iowa Conference, Iowa ASCD, as well as visit other schools in Iowa who are beating the odds with students that have been traditionally marginalized in our nation's schools.

All teachers engaged in a workshop on cooperative learning in November that was then supported by in classroom coaching through the instructional coaching team. One teacher invited multiple instructional coaches into her classroom to get her students used to cooperative learning structures. She assigned an instructional coach to each student group to help the students get used to owning their own learning.

Classroom teachers continued their learning through Cognitively Guided Instruction and Extending Children's Mathematics throughout the 15-16 school year. Instructional coaches collaborated on this work by doing math labs in multiple classrooms across the district. Number Talks training continued to occur at the elementary level with coaches supporting Number Talks in classrooms. Number Talks Beyond Whole Numbers training will happen for 4-8th grade teachers in June and August of 2016.

Youth Mental Health First Aid training has occurred and all full time teacher leaders have taken this training to increase their knowledge of potential signs of mental health stress. Forty teacher leaders that remained in the classroom but receive stipends to support their teacher leadership roles have engaged in this training.

Three teacher leaders in science facilitator roles attended the National Science Convention in Nashville in April 2016. This will help them lead curriculum writing work in the 16-17 and 17-18 school years.

We are extremely lucky to have a partnership with a local business that supports teacher scholarships to attend national conferences related to STEM. This year they supported 5 teacher leaders and 2 classroom teachers in their attendance at national conferences.

PLC facilitators engaged in training to support their roles monthly throughout the 15-16 school year. In November 20 teacher leaders and 2 administrators attended the PLC at Work conference in North Carolina. In addition, this prompted the district to bring in a PLC hybrid event in June. Following the hybrid event, PLC facilitators reported needing all teachers to engage in this learning. Plans are in the works now to bring in a hybrid event to Fort Dodge for all certified staff in November 2016. We are also working with the New Teacher Center to bring in a leveraging student data workshop in June 2017.

Two full time teacher leaders attended Crucial Conversations training to become certified trainers in December 2016. They brought that training back to all full time teacher leaders in March 2016. All PLC facilitators will also be offered this training in August 2016.

There is still work to do in this area. Our BLT members will continue to need additional support offered to them and their principals. Plans are in the works now to begin supporting this work at a higher level.

Q13: 4a. Local TLC Goal

The overarching goal of our TL program is to positively impact student learning paying attention to specific subgroups (African American; special education; and ELL).

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We can tell in our data that it has been a stressful year due to circumstances not having to do with teacher leadership.

FAST data shows a need to continue to work on looking at the D1 questions and continuing our academic press in literacy. Of particular importance for us next year in K-4 will be to look at the whole group reading portion and find a balance between grade level reading tasks and lots of opportunities for students to get their eyes on text that is at their independent level.

Here are links to our FAST data by elementary building:

https://docs.google.com/document/d/1HeUM8owrxbkADv_Q3pjXGxzRfy--3Cq41KtU3Us4SXw/edit

<https://docs.google.com/document/d/1CAi-8xbKZL1nxAnRgMlicj4zS1bAPzNxv0wky6Mo-o/edit>

https://docs.google.com/document/d/1PI1pxoNEUMtFA8gW4kGvXdF_q5b7SAj4C6CRKeFzB9I/edit

https://docs.google.com/document/d/1zGILRIJ-5hXKCyuDmiatTfCJxY8_kYGEreeyTo6JoSU/edit

Riverside (only serves a TK program)

<https://docs.google.com/document/d/1VPNXEtZuFZngAqC7OZcZMViZ8T0FcAqTfonusn6gtXo/edit>

Our standardized testing data shows work still needs to be done in our district with regards to expectations of our staff to teach all children at high levels. While we are making progress toward this goal, we know there is still work to do.

Iowa Assessment Reading Charts:

<https://docs.google.com/document/d/1cU9sA21Eos6KwNrwjPZljlV8KvYCwgzv2hzMRtURWIU/edit>

Iowa Assessment Math Charts:

https://docs.google.com/document/d/1mxnv1hl8DNADiGuoglgK904eK65jtnW2Astf_lgbRfM/edit

Iowa Assessment Science Charts:

https://docs.google.com/document/d/1qJR7kld4dGtb_obc2VEmwMu8b84LorjZNXzPQdsFUPY/edit

We also know that we need to look at other indicators to look to see if our achievement has the potential to increase. We had 672 student removals this past school year. We look for that number to decrease in the future. Our attendance rate ranges between 95% to 96% across the district. Our graduation rate for 4 years is 79.1% and 5 years is 85.8%. We look to increase engagement in our schools with the TLC dollars.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Classroom instructional strategies improve through collaboration with coaches following a student centered coaching model based on student learning.

Q17: 5b. To what extent has this goal been met?

(no label)

Somewhat Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Instructional Practices Inventory data as well as data on DoK levels in classrooms shows similar rates to past school years. Most of our tasks that our students engage in fall on level 2 moving to 3 on the DoK chart. In addition, more than 80% of our classroom walk through data rank as Teacher Led Instruction or Student Work with Teacher Engaged. There have been some examples of experiences that move up to level 4 on DoK and into student learning conversations as well as Student Active Engaged Learning but we would still like to see these reach about the 50% mark on walk through data checks.

Instructional Rounds includes qualitative data that shows similar results as the IPI data. The majority of visits showed tasks still falling in lower level "right answer" categories.

Coaching logs show that when a teacher engages in a cycle with a coach that they create lessons that fall into levels 5 and 6 on the IPI scale. We will continue to work to continue our peer coaching stance with teachers having much choice and voice but with more expectations and requirements for coaching to increase the number of lessons that move to levels 5 and 6 on the IPI scale as well as into 3 and 4 on the DoK chart.

Q19: 6a. Local TLC Goal

Teachers improve their practice by engaging in high quality professional development including action research. (This goal focuses specifically on all teachers in the district.)

Q20: 6b. To what extent has this goal been met?

(no label)

Mostly Met

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

As stated before, there have been multiple professional learning opportunities in our district this year. Some have been specific to full time teacher leaders while most also included teachers attending the training with teacher leaders to give teams of teachers opportunities to engage in collaborative professional learning in a job-embedded fashion.

All teachers engaged in differentiated professional development this year that gave them the opportunity to choose an area that they needed to focus on. These sessions occurred monthly throughout the 15-16 school year.

In addition, teachers engaged in professional at the building level that included working on creating a guaranteed and viable curriculum moving into strategies that support that work. This work will continue in June 2016 as 60+ teachers and teacher leaders will engage in an ELA curriculum camp that will support the work of PLCs throughout the school year. This work will be based on the book Align the Design by Nancy Mooney and Ann Mausbach with Ms. Mausbach leading the work.

In June 2016 319 teachers were paid to participate in additional professional learning to support the work they do throughout the school year. The learning opportunities included viewing Paper Tigers, working on writing curriculum (all curriculum areas), participating in the PLC hybrid event, participating in book studies, learning about math pedagogy and attending science workshops on learning the new Iowa Science Standards.

We still have work to do to push toward a practitioner research stance in our district. There is further learning the continues to be needed to help all teachers and administrators focus on learning in lieu of focusing on teaching. Our PLC hybrid with continued coaching support of our PLCs will help with this. In addition, our Crucial Conversations training will help us have some much needed conversations to help push past our current status quo. Finally, PLC facilitators will continue to be supported monthly to help our facilitators provide job-embedded professional development for their peers.

Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We have used a completely peer coaching model this past school year which has meant that teachers (except new teachers) have complete choice and voice with coaching. They get to choose when and if they engage in coaching. They also have complete voice in who they engage in coaching with. While we will keep our peer coaching model, we are adding in some expectations for some teachers who will be required to engage in coaching. First, new veteran teachers in our district will be required to engage in coaching their first two years in the district. All 1st-3rd year teachers will engage in coaching. Any FD teachers that move to a new position will be required to engage in coaching for one year.

Also, we have put together a system of support but we don't have as much pressure in our system as we might need. This past school year, we didn't have instructional coaches engage in walk throughs and collecting data. We wanted to stay away from anything that felt evaluative. This next year, we will have coaches helping collect data through a walk through process but they will be looking for exemplars to share out with other staff in a feedback note that will go out weekly to our staff. This will help our staff "see" into classrooms of others as well as help them understand better what engagement with higher level tasks looks like in practice.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Here are some quotes from building administrators and teachers that support the work of our TLC implementation as well as make suggestions for future improvements.

Successes:

"Teachers are more thoughtful practitioners."

"The TLC dollars have given our BLT the opportunity to become unified in developing a direction for our school."

"Enlightenment is the biggest word I would use to describe our program."

"BLT members are taking their roles more seriously this year."

"This collaboration has filtered itself into our PLC's where conversations there are now more academic than they have been previously."

Email from a teacher: I don't know who to thank for this, but hopefully you can pass it along. Thank you for providing the opportunity to view the movie this afternoon. I truly feel like it will have a impact on our district, students, teachers, and our community. I am so thankful that I get to be a part of the great system we are developing and excited to do the work that is needed to fulfill our mantra of, "Together we Rise".

We used our learning from the PLC conferences and created a new mantra for our district. We launched this in May. Here is an email from a para that attended: That was the best inservice afternoon program I have ever attended! Thanks for allowing paras to come.

Email about curriculum work from a teacher leader: Thanks so much for arranging the ELA camp. I think it has been great learning. I'm looking forward to the summer work. I love how K- 12 teachers are together in one room! It's nice to hear and discuss all the things we have in common and how similar learning and helping our students across the grade levels are. I'm so honored to have the opportunity to work with you on a more regular basis this year. You have taught me so much about curriculum, student learning and progress, and so much more.

Email from a teacher to two instructional coaches: THANKYOUTHANKYOUTHANKYOU!!!!!!

You gals are giving me a foundation I can grow from.

Things to work / build on:

Comments from principals are below.

"There is a need to continue to infiltrate our school with "trust" that our TLC personnel possess the skills to assist all of our teachers in growing professionally."

"Until the thinking that student achievement rises above all else in terms of importance - until everyone is of that thinking then it's an unfinished job."

"One challenge would be to get more of the teachers to understand and be willing to let the teacher leaders give them support."

Teacher leaders report needing more support at the building level. We have begun to have building leaders engage in coaching work with their own coach to both support the principals as they support the teacher leaders as well as model using a coaching model as a thinking partner. We want to continue to model that everyone benefits from coaching regardless of your level of proficiency.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.